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ABSTRACT

This report reviews the 31 exemplary vocational guidance and counseling projects in Virginia during the 1981-82 school year and includes a brief summary of each project, its objectives and methodology, and the name, address, institutional affiliation, and phone number of the project director. Nine of the abstracts deal with programs to increase vocational guidance and counseling for adults; 11 discuss increasing vocational guidance and counseling services for handicapped persons; 8 are devoted to developing local career information materials; and 3 deal with the development of comprehensive vocational guidance and counseling plans. (JAC)

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EXEMPLARY VOCATIONAL GUIDANCE PROJECTS in VIRGINIA

1981-82 Project Abstracts

Virginia Vocational Guidance Programs
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Introduction

During the 1981-82 school year, 31 exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482. Nine of the projects were designed to increase vocational guidance and counseling for adults, eleven were developed to increase vocational guidance and counseling services for handicapped persons, eight were devoted to developing local career information materials, and three were designed to develop comprehensive vocational guidance and counseling plans. Enclosed is a brief summary of each of the exemplary projects. Each abstract includes the project's objectives, methodology, and the name, address, institutional affiliation, and phone number of the project director. It is hoped that these abstracts and the experiences of the educational institutions represented will stimulate others to initiate programs of their own to expand vocational guidance and counseling services for adults and handicapped persons, develop local career information materials, and perfect comprehensive plans for vocational guidance and counseling. The overall supervision of these grants was provided by the College of Education, Division of Vocational Education, at Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

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ABSTRACT

IMPROVING VOCATIONAL GUIDANCE COUNSELING FOR THE RE-ENTRY ADULT

NORTHERN VIRGINIA COMMUNITY COLLEGE

Project Director:

Peggy C. Welsh
Northern Virginia Community College
6901 Sudley Road
Manassas, VA 22110
(703) 368-0184

Objectives:

1. To develop and implement an inservice training program for counselors and students who provide guidance services for the re-entry adult.
2. To develop and implement a peer advisement center to assist adults experiencing mid-life career changes.

Methodology:

1. In order to achieve these objectives, a listening skills class (3 hour credit) will be designed by the program director.
2. Video tapes will be developed in simulated class sessions as a learning instrument for students. These videotapes will be further utilized as an inservice training tool with counselors. The video sessions will utilize Dr. Paul Pedersen's Triad Model of Counselor Training. The program director has been trained by Dr. Pedersen and will conduct the sessions.
3. Listening skills checklists and handouts will be developed by the counseling staff for use with the class.
4. A small room, centrally located within the main community college building, will be reserved and furnished for a peer advisement center. Students acting as advisors will obtain 3 hour credit in a special study Psychology offering.

Contribution to Vocational Guidance and Counseling:

The re-entry adult often comes into a community college counseling center with self-imposed age barriers, irrational beliefs about what they should be doing, and related thoughts which may supersede their commitment to an educational pursuit. It is becoming necessary for counselors to provide the most appropriate methods of service delivery for this specialty population. This project will better insure appropriate, effective contact with these students by the community college; the incoming students would be less apt to convince themselves that they don't fit in.

Counselor inservice training would increase the counselor's skills in service delivery to the re-entry adult, thus increasing the student return rate.

The peer advisement center would provide a place where students could seek information about academic adjustment. They could feel a sense of support. "There is a place for me, I'm not alone.

This program would demonstrate efficient coordination between counseling services and academic curriculum. Counselors could refer students to the peer advisement center for general college information, thus making better use of counselor time.

ABSTRACT

CAREER EXPLORATION: A DATA BASED APPROACH TO THE IDENTIFICATION, COUNSELING, AND RETENTION OF THE ADULT STUDENT

PATRICK HENRY COMMUNITY COLLEGE

Project Director:

Dr. David G. Glendy
Dean of Student Services
Patrick Henry Community College
P. O. Drawer 5311
Martinsville, VA 24112
(703) 638-8777

Objectives:

1. To develop a computer program which contains appropriate data that can be used to identify potential drop-outs, provide data to the guidance and instructional staff as to whom and why students drop out.
2. To develop and implement in-service programs for counselors and instructional personnel to exemplify career guidance services for adults.
3. To further develop a career and self-assessment program and counseling program for adults.
4. To develop and implement a strategy to increase student participation in the career, assessment, and counseling services available.

Methodology:

1. The project will be accomplished through varied activities. In-service training will involve bringing expertise to the college, as well as sending personnel to appropriate workshops, conventions, and model institutions.
2. A computer program will be developed to provide the institution with a data base to make decisions relating to the potential adult drop-out. Identified students will be provided workshops, materials, and assessment.

Contribution to Vocational Guidance and Counseling:

This project will contribute to vocational guidance and education for adults by providing in-service education for personnel involved with assisting adults in career decision making, planning, and assessment. This project will also provide a strategy to assist adult students by providing viable options for maximizing their unique abilities and skills in career planning.

ABSTRACT

PROJECT AWARE: ASSISTING RURAL ADULTS WITH EDUCATIONAL AND VOCATIONAL PLANNING

PAUL D. CAMP COMMUNITY COLLEGE

Project Directors:

Mr. Thomas L. Tarantelli
Ms. Diane E. Reichard
Paul D. Camp Community College
P.O. Box 737
Franklin, VA 23851
(804) 562-5648

Objectives:

1. To assist rural adults by developing and implementing an educational/vocational outreach information system.
2. To plan and implement self-assessment and improvement, career assessment, and career counseling for rural adults.
3. To assist counselors and other personnel who work with rural adults in a vocational or educational capacity to identify and deal with the particular educational and vocational concerns of rural adults.
4. To plan and implement programs for rural adults to increase their job seeking and holding skills.

Methodology:

1. Producing an agency referral booklet designed to assist rural adults with becoming aware of vocational, educational, and personal services in the area.
2. Developing presentations on vocational and educational opportunities to be delivered to various civic, church, and social service groups.
3. Developing a portable information center to be transported to various locations in the area.
4. Providing career counseling, guidance, and information to rural adults through the Career Assistance Center.
5. Implementing a course entitled "Career Development and Planning for Rural Adults" and providing free tuition for this course during the pilot project.
6. Planning and implementing an in-service training workshop for counselors and other personnel who work with rural adults in an educational or vocational capacity.
7. Planning and implementing a workshop for rural adults stressing development of job marketing skills and educational and vocational information as a key ingredient to making "sound" career decisions.
8. Establishing a permanent advisory committee composed of various service representatives from the area to assist in identifying and meeting the needs of rural adults. The purpose of the Advisory Committee will also be to foster cooperation and support throughout the service area in meeting these needs.

Contribution to Vocational Guidance and Counseling:

Self-assessment (knowledge of interests, values, strengths, etc.) and career information (knowledge of the job market, salary expectations, training and experience needed, etc.) is essential for individuals to make sound and realistic decisions concerning their educational/vocational future. This is an especially sensitive area for rural adults.

This project will heighten the awareness of rural adults concerning educational/vocational opportunities, assist in-service personnel with developing skills necessary to identify and deal effectively with the needs of rural adults, and foster cooperation among various area agencies, businesses, and industries in meeting the needs of rural adults.

ABSTRACT

INCREASING TEACHER JOB SATISFACTION THROUGH VOCATIONAL COUNSELING

RADFORD UNIVERSITY

Project Directors:

Dr. Joseph A. Kloba Jr.
Dr. Claire Cole
Radford University
Norwood Street
Radford, VA 24141
(703) 731-5238
(703) 552-2401

Objectives:

1. To show teachers career options within and outside the field of education: career paths toward principal, supervisor, and other such jobs, part-time and summer employment, and career alternatives outside education.
2. To offer assistance to teachers in areas of their lives that are directly related to job satisfaction: problems of dual career couples, time management for working parents, clarification of values with regard to career, and personal goal-setting and career decision-making.
3. To help teachers learn how to manage personal and job stress which can lead to "burn-out" or "dim-out", including acquainting other helping professionals with the source of stress particular to the teaching profession.
4. To assemble a resource center of print and non-print materials about career decision-making, managing personal lives, job-search skills, and other materials useful to teachers for their career development.

Methodology:

Based on a needs assessment of teachers, seminars, workshops, short courses, and/or printed information will be provided on the topics of careers paths in education, alternatives to educational careers, job search skills, re-entry procedures for former teachers, parenting skills for working parents, management for careers for dual career couples, and stress management. A resource center of materials relating to these topics will be established at the teacher center.

Contribution to Vocational Guidance and Counseling:

Teachers will learn ways of handling stress, becoming better parents, and managing two careers in the same household.

Teachers who are uncertain about their present jobs will learn how to find other jobs in education and how to search for jobs outside the field of education.

Materials on topics related to job satisfaction will be available in the District M Teacher Center.

Local members of the helping professions will receive information on areas of job dissatisfaction particular to teachers.

ABSTRACT

IMPROVING GUIDANCE AND COUNSELING FOR ADULTS BY COLLABORATIVE USE OF AREA COUNTY PUBLIC LIBRARIES IN A RURAL PLANNING DISTRICT (P.D. II) AS BOTH RESOURCE AND REFERRAL CENTERS FOR ADULT VOCATIONAL AND CAREER INFORMATION COUNSELING

SOUTHWEST VIRGINIA COMMUNITY COLLEGE

Project Director:

Ms. Sue Captain
Southwest Virginia Community College
U.S. Route 19
Richlands, VA 24641
(703) 964-2555

Objectives:

The major goal of this project is to use the county public libraries as resource and referral centers for adult vocational and career counseling. The major objectives within this goal include:

1. Develop a referral file of contact persons for each county to assist adults in explaining career and educational opportunities, courses, costs, dates of exams (e.g., G.E.D. and CLEP). Installation of microfiche based career information systems in participating libraries.
2. Conduct two or more workshops during the year to familiarize library personnel with utilization of career exploratory materials.
3. Collaboratively develop publicity in each county emphasizing adult career information and career exploration resources and self-development at the public library.
4. Conduct two vocational emphasis weeks—one in the fall and one in conjunction with the Job Fair sponsored each spring by the county vocational schools and SVCC. Activities in the county libraries will include computer assisted vocational exploration and inventories and professional vocational counselors available at specific times in each library.

Methodology:

The project will be implemented through training workshops at the Southwest Virginia Community College Library and at each public library. Continuing consultation will be provided by college librarian, Southwest Virginia Community College counseling staff and area resource people. The microfiche career information system, referral files and related brochures, and resource information mater als will be installed in each library by October, 1981. Vocati onal/Career Weeks will be conducted for adults in November and April of the Grant year.

Contribution to Vocational Guidance and Counseling:

The results of this project will benefit adults not ordinarily served by area agencies and institutions on a coordinated basis. The county public libraries in rural settings will provide a central point for providing vocational and career guidance information not ordinarily used on a planned basis. This project will serve as a demonstration of planned collaborative efforts to better serve the rural adult.

ABSTRACT

VOCATIONAL GUIDANCE FOR ADULTS

UNIVERSITY OF VIRGINIA

Project Directors:

Dr. William H. Van Hoose
Dr. Robert H. Pate, Jr.
School of Education
Ruffner Hall
University of Virginia
405 Emmet Street
Charlottesville, VA 22903
(804) 924-3400

Objectives:

1. To expand and refine the Adult Center for Personal and Career Development.
2. To conduct a two-day, statewide conference on Adult Career Guidance and Counseling.
3. To develop, organize, and disseminate career information for adults.
4. To publish and circulate an adult counseling services newsletter.

Methodology:

The program described in this proposal has three major components:

1. Training counselors and other professionals to provide career guidance to adults.
2. Providing direct services to a large number of adults.
3. Providing information on services and programs related to career guidance needs of adults.

The training will be provided through the method of weekend courses at the University of Virginia. Direct counseling and group guidance for adults will be provided throughout the year by students and faculty in Counselor Education, University of Virginia. The vocational information reference service begun in 1980-81 will be continued and, in addition, a newsletter highlighting vocational guidance/adult counseling programs and services available in the Commonwealth will be distributed.

Contribution to Vocational Guidance and Counseling:

This project will continue to provide direct vocational counseling services to adults. Further, we will train forty professionals in the techniques of career guidance/adult counseling. The current program has been highly successful and the current proposal expands and refines those activities.

ABSTRACT

MODULAR ASSESSMENT AND INFORMATION SYSTEM FOR CAREER COUNSELING OF ADULTS

VIRGINIA HIGHLANDS COMMUNITY COLLEGE

Project Directors:

Mr. John Roberts
Mr. Michael Rush
Virginia Highlands Community College
P.O. Box 828
Abingdon, VA 24210
(703) 628-6094

Objectives:

1. To provide centralized career information and assessment materials in a format that is readily accessible to individuals planning their first career or a change in careers.
2. To provide an assessment process to those individuals who are unsure toward which careers their interests and abilities can best be applied.
3. To provide a program bridging the gap between existing intake procedures and existing career placement service.
4. To make available to students during the intake process career materials to assist in curriculum decisions.
5. To develop a plan for the dissemination of career information to adult students and other interested adults in the community.
6. To improve vocational guidance and counseling by providing a systematic approach to helping the adult who needs career guidance to make realistic educational program choices.

Methodology:

1. To review, select, and/or develop appropriate assessment instruments and career information materials.
2. To establish procedures for the operation of a centralized assessment and self-help information center and to develop an appropriate communication and referral system between this center and the individual counselors and advisors.
3. To train the necessary personnel to administer assessment testing and supervise the use and maintenance of the career information materials.
4. Publicize via schedules, brochures, news releases, counseling interviews and faculty advisement the availability of career assessment and vocational information assistance.
5. Develop evaluation activities and instruments to be completed by the end of the grant period.

Contribution to Vocational Guidance and Counseling:

The project will improve the system for career counseling and assessment providing one which is in part self-instructional. Also, the modular system provides adults in the VHCC service region necessary vocational information in planning their first career or a change in careers.

Additionally, the project will provide for the testing of a model for career counseling at small rural colleges in Virginia with limited resources, which need to integrate resources in order to achieve an effective program.

ABSTRACT

PROJECT PARAGON II: AN EXEMPLARY VOCATIONAL COUNSELING AND CONSULTATION PROGRAM FOR ADULT WORKERS

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Project Directors:

Dr. Carl McDaniels
Mr. Albin T. Butt
205 UCOB
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
(703) 961-6890
(703) 961-5301

Objectives:

1. To improve employee understanding of the career development process.
2. To improve employee awareness of their career-related, personal characteristics.
3. To improve employee awareness of available educational and occupational opportunities.
4. To help employees organize educational-occupational information in conjunction with assessed personal characteristics.
5. To help employees establish career goals.
6. To assist employees with career decision-making.
7. To help employees with life-management skills development.
8. To assist employees by coordinating community referrals.
9. To facilitate worker adjustment to retirement.
10. To support supervisors by providing career consultation services for managers.
11. To support the skill development of professional staff members involved with the delivery of career development services.
12. To share project developments with interested state personnel leaders and professional counselors.

Methodology:

Adult employee vocational development will be enhanced by providing:

1. Career assessment and information services
2. Career planning services
3. Career counseling services
4. Pre-retirement career planning services
5. Career seminars and workshops
6. Career training/consultation services for managers
7. Community referral services
8. Information sharing with concerned professionals in the field

Contribution to Vocational Guidance and Counseling:

This project is an exemplary state-employee services program which features a collaborative relationship between a state university employee relations office and a professional counselor education program. It represents a model program designed to provide career development services to adult employees working in a university setting. Its contribution to vocational guidance and counseling will rest upon the degree to which the services provided are effective and the extent to which applied procedures possess transfer of application to other state organizational settings.

ABSTRACT

VOCATIONAL GUIDANCE/LIFE SKILLS PROJECT FOR VICTIMS OF FAMILY VIOLENCE

WOMEN'S RESOURCE CENTER

Project Director:

Ms. Lucy Proctor
Women's Resource Center
P.O. Box 306
Radford, VA 24141
(703) 639-1123

Objectives:

1. To offer specific and achievable vocational alternatives to living with family violence.
2. To design and implement 11 four-week workshops to assist Battered Persons and Displaced Homemakers in building self-confidence, creating career awareness, and developing specific career goals.
3. To openly address vocational fears about "working" and offer skills to overcome fears.
4. To explore pre-vocational issues, and to develop and implement programs for participants to increase their job seeking and holding skills.

Methodology:

1. To investigate and utilize area University, Community College, Virginia Employment Commission, Vocational Rehabilition and private agency resources available for career counseling and related materials.
2. To recruit qualified consultants for training staff in career testing and counseling techniques.
3. To acquaint related agencies (New River Community Action, Win Program, Social Services) with program guidelines and dates and to encourage them to refer appropriate clients.
4. To provide packets for each participant that summarize topic content for each workshop and include resource information, names and numbers.

Contribution to Vocational Guidance and Counseling:

To offer vocational guidance and clear vocational alternatives to Battered Persons/Displaced Homemakers who are trapped in a cycle of fear, danger, or economic hardship, and to eliminate major obstacles that stand in the way of establishing self-respect, vocational independence, and autonomy.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING FOR DISADVANTAGED AND/OR HANDICAPPED STUDENTS

AVERETT COLLEGE

Project Director:

Ms. Kelsey S. Kime
Director of Career Counseling
and Placement
Averett College
420 West Main Street
Danville, VA 24541
(804) 793-7811

Objectives:

1. To develop employability skills programs for use with disadvantaged and/or handicapped students.
2. To develop a Career Awareness Program for disadvantaged and/or handicapped students.
3. To conduct a local survey of occupations available to various disadvantaged and/or handicapped students.
4. To develop career information and exploration programs for disadvantaged and/or handicapped students.
5. To provide effective guidance and counseling services for disadvantaged and/or handicapped students, and to begin a cooperative effort between Averett College and the community.

Methodology:

1. A focus on individual needs, goals, strengths and skills will be used to create a comprehensive employability skills program to be completed by the second half, fall, 1981.
2. Local representatives from business, service and industrial organizations will be available to speak with disadvantaged and/or handicapped students for the purpose of one-on-one career exploration. To be completed first half, spring 1982.
3. A local survey of occupations available to disadvantaged and/or handicapped youth will be conducted in the second half of spring, 1982. The results will be available by the end of spring, 1982.
4. Individualized career information and exploration programs will be implemented, using such tools as SIGI, and relevant exercises from *"Where Do I Go From Here With My Life?"* by Crystal and Bolles. To be completed by first half, fall, 1981.
5. The provision of such services to the community will be evaluated through follow-up studies to gauge both the effectiveness of the project, and to assure continuing cooperation between Averett College and the community.

Contribution to Vocational Guidance and Counseling:

This project will contribute to the employability of disadvantaged and/or handicapped students, create within these youth a strong sense of worth. This project also taps a valuable resource for employers.

ABSTRACT

PROJECT PASSPORTS

CHARLOTTESVILLE PUBLIC SCHOOLS

Project Directors:

Dr. Dallas Crowe
Ms. Meryl Bertenthal
Jefferson Annex
4th Street, N.W.
Charlottesville, VA 22901
(803) 296-4159

Objectives:

1. To involve school psychologists, guidance counselors, teachers, career education specialists, vocational educators, and administrators in the delivery of a vocational guidance and counseling continuum for handicapped students.
2. To establish a vocational assessment center to assess the skills, interests, career objectives, barriers to employment, aptitudes, abilities, personality traits, employability attitudes, and job seeking/keeping skills of individual handicapped students.
3. To further refine and develop the comprehensive curriculum for handicapped middle and high school students emphasizing pre-vocational, vocational, pre-employment and employability skills (from Passports 1980-81).
4. To provide in-service training to vocational educators, guidance counselors, school psychologists, administrators, and interested others to increase their understanding of handicapping conditions, to incorporate specific vocational skills into the special education curriculum, and to assist with the mainstreaming of special education students into appropriate vocational programs.
5. To provide programs to involve parents in the career decision making of their handicapped children.
6. To provide opportunities for handicapped students and/or their parents to observe on-site, possible work role models.

Methodology

1. The Director of Vocational Education and the Director of Pupil Personnel Services will establish a committee to develop a plan for increasing general understanding of handicapping conditions and assisting with the mainstreaming of special education students into appropriate vocational programs. This committee will identify consultants and plan in-service programs to achieve their objectives.
2. A vocational guidance and counseling continuum will be implemented to include referral, assessment, exit interview, and career exploration, coupled with classroom and work-site based experiences, and vocational guidance services.
3. The Supervisor of Special Education will organize and administer four two-day, workshops for special education personnel to further develop and refine the life centered, competency based, career and vocational education curriculum adopted during the 1980-81 school year.
4. The Career Education Planner will conduct a materials workshop during pre-service week to introduce, and train teachers to use materials purchased during the 1980-81 Project Passports program.
5. The Career Education Planner will establish a vocational assessment center and will be trained to administer standardized vocational assessment instruments. In-service training will be provided to school psychologists, guidance counselors, and teachers to assist them in using the information provided by the assessment center as they develop IEPs for students.
6. The Career Education Planner will arrange for field trips to local business and industry for handicapped students and/or their parents.

Contribution to Vocational Guidance and Counseling:

This project will contribute to the vocational education of the handicapped student in Charlottesville by providing a comprehensive employability skills program, opportunities to match occupational interests with abilities, development of individualized educational plans which include general and specific skill training towards an occupational goal, preparation for entry into on-the-job training or actual employment, opportunities to observe possible work role models, and by providing for the involvement of guidance counselors, school psychologists, and parents in the career planning of their handicapped children/clients.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING FOR HANDICAPPED STUDENTS

NELSON COUNTY HIGH SCHOOL

Project Director:

Mrs. Kitty Fryer
Nelson County High School
Lovingston, VA 22949
(703) 263-8317

Objectives:

1. Provide in-service education.
2. Establish a vocational guidance information system.
3. Provide exposure to careers and local job opportunities.
4. Provide increased parent involvement in career development.
5. Foster greater awareness of available referral agencies.
6. Provide faculty opportunities to learn current trends and developments in career education.
7. Expose handicapped students to role models of successfully employed handicapped persons.
8. Become familiar with potential places of employment.

Methodology:

1. Conduct in-service.
2. Purchase vocational guidance materials.
3. Conduct career related field trips.
4. Conduct number of informative programs for parents.
5. Survey local agencies with services and/or training opportunities.
6. Attend conferences and workshop, make visitations to other systems.
7. Develop list of handicapped career speakers.
8. Survey local places of employment.

Contribution to Vocational Guidance and Counseling:

Increased awareness of the needs of handicapped students as they plan their career goals and become employable.

Improved vocational guidance and career planning for handicapped students.

ABSTRACT

INTERACT: WORKING TOGETHER FOR EFFECTIVE VOCATIONAL GUIDANCE AND COUNSELING FOR THE HANDICAPPED

NEWPORT NEWS PUBLIC SCHOOLS

Project Director:

Mrs. Carol G. Barr
Newport News Public Schools
12465 Warwick Boulevard
Newport News, VA 23606
(804) 599-8753

Objectives:

1. To identify local occupational opportunities for the handicapped and establish a job-data file.
2. To provide in-service training for special education teachers, guidance counselors, administrators and vocational educators in the following areas related to vocational guidance and counseling for the handicapped:
   a. Their respective roles in providing vocational guidance and counseling.
   b. Local occupational opportunities.
   c. Vocational guidance and counseling techniques.
   d. Vocational education and training opportunities.
   e. Counseling parents of the handicapped.
3. To develop model vocational guidance programs to meet the career development needs of educable mentally retarded (EMR) and learning disabled (LD) students.
4. To identify, purchase and/or develop materials to support a vocational guidance program for the handicapped.
5. To conduct a program for parents of handicapped students on how to assist their children in the career development process.
6. To develop and present programs to business, industry and professional organizations which acquaint them with the advantages of employing vocationally trained handicapped persons.

Methodology:

1. During the months of July and August 1981, conduct a community survey to determine local occupational opportunities for the handicapped and develop a job-data file based on data collected.
2. Throughout the project period, develop and implement a three-phase in-service program for secondary special education teachers, guidance counselors, administrators and vocational educators. The three phases of the in-service will progress from awareness of the special vocational guidance needs of the handicapped to specific program development at each of the four high schools.
3. Throughout the project period, develop and implement goals and strategies for serving the vocational guidance and counseling needs of the handicapped population in each of the four high schools through a team effort.
4. Identify, purchase and/or develop materials to support the vocational guidance program for the handicapped in the individual high schools.
5. During February 1982, conduct a workshop for parents of handicapped students to provide them with the knowledge and skill related to the career development process and the training opportunities available in the school division.
6. By May 1982, conduct a program for professional personnel associations on the Peninsula to acquaint them with the advantages of hiring vocationally trained handicapped persons.

Contribution to Vocational Guidance and Counseling:

Vocational education will have a greater degree of success in preparing handicapped students for the world of work because counselor-teacher-administrator-parent-employer teams will be knowledgeable about the training requirements and opportunities for the handicapped. The teams will also be knowledgeable about the needs of and effective techiques for the handicapped. This knowledge will assist them in helping handicapped students receive training in programs in which they have an interest, the potential for success, and for which there are employment opportunities in the community.

ABSTRACT

"CLOSING THE GAP" - TEACHING EMPLOYERS ABOUT THE CAPABILITIES OF MENTALLY RETARDED STUDENTS AS WORKERS AND TEACHING MENTALLY RETARDED STUDENTS ABOUT ENTRY LEVEL JOBS IN PORTSMOUTH, VIRGINIA

PORTSMOUTH SECONDARY EDUCATION CENTER

Project Director:

Jacqueline Gardner
Secondary Education Center
600 Tazewell Street
Portsmouth, VA 23701
(803) 393-8891

Objectives:

1. Approximately 48 junior high school aged educable mentally retarded students (I.Q.'s 51-70) will increase by 50% their knowledge of entry level jobs available in Portsmouth, Virginia, as measured in pre- and post-tests based on project content.
2. Approximately 50 employers in Portsmouth, Virginia, will increase by 75% their knowledge of the work capabilities of educable mentally retarded students as measured in pre- and post-tests based on project content.

Methodology:

1. Delivery to employers of information about educable mentally retarded students will increase by 50% their knowledge of entry level jobs available in Portsmouth, Virginia, as measured in pre- and post-tests based on project content.
2. Delivery to 48 educable mentally retarded students information about entry level jobs in Portsmouth through on-site visitation, shadowing workers, curriculum materials, and worker class visitation.
3. Develop tests for both employers and students involved in the project and administer the tests before the project activities begin and again after the activities have ended.
4. As part of the program activities, conduct a job fair for employers, students, and parents.

Contribution to Vocational Guidance and Counseling:

To establish awareness of local employers as to what capable employees mentally handicapped students can be.

To enable mentally handicapped students to acquire knowledge about the jobs that might be available locally for which they are qualified.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING SERVICE FOR THE HANDICAPPED SECONDARY STUDENT THROUGH INSERVICE TRAINING OF SPECIAL EDUCATION TEACHERS

RADFORD UNIVERSITY

Project Director:

Dr. Joseph A. Kloba, Jr.
Counseling and Student Development Program
Radford University
Norwood Street
Radford, VA 24142
(703) 731-5238

Objectives:

This project will improve vocational guidance and counseling services for the handicapped secondary student through the inservice training of special education teachers by:

1. Reviewing, analyzing, and modifying existing vocational guidance and counseling materials and resources for use with handicapped secondary students.
2. Making available to teachers, counselors, and students: (a) job-bank information concerning job requirements and qualifications, (b) local job information relative to employer's offering entry-level positions that accommodate given handicapping conditions, and (c) information regarding specialized programs to assist handicapped students in colleges and post-secondary training institutions.
3. Designing, organizing, and implementing two graduate credit granting courses for the inservice training of secondary level special education personnel.
4. Reviewing, analyzing, and modifying the existent employment counseling and placement programs for use by handicapped.

Methodology:

1. Media review committee will review present print/audio-visual materials for usability by the handicapped. Attention will be given also to the improvement of school career center accessibility and utilization by handicapped students.
2. Radford University will offer two inservice graduate courses during the Winter and Spring 1982 quarters for special education teachers in the Roanoke County-Salem City Schools.
3. A brochure delineating career related services for the handicapped in the Roanoke County-Salem City Schools will be designed and distributed. A pre-GATB practice program to be field tested with a group of handicapped students will be designed, implemented, and evaluated.

Contribution to Vocational Guidance and Counseling:

This grant is a means of expanding options for handicapped students at a time in their lives when accurate information is needed for intelligent career-related decisions. Also, a large cross-section of special education teachers will be provided skills needed in dealing with the career development of handicapped students. Third, the design and development of the products of this project can serve as a model of materials and procedures of career development activities for special education personnel in other school divisions.

ABSTRACT

POSITIVE ATTITUDES TOWARD THE HANDICAPPED—AN APPROACH TO IMPROVING VOCATIONAL GUIDANCE AND COUNSELING SERVICES FOR HANDICAPPED SECONDARY SCHOOL STUDENTS

RADFORD UNIVERSITY

Project Director:

Dr. John M. McPhail
Counseling and Student Development Program
Radford University
Norwood Street
Radford, VA 24124
(703) 731-5214

Objectives:

1. To research Giles County Alternative Program, PATS (Positive Attitude Toward School), and to disseminate the results.
2. To design, organize, and implement two (2) in-service programs for secondary school counselors, vocational teachers, administrators and supervisors focusing on an understanding of handicapping conditions, accompanying process limitations, training in consultation skills, and the development of appropriate counseling/instructional modules/strategies necessary to cope with various handicapping conditions.
3. To provide weekly interim consultant services to school personnel engaged in the in-service program.

Methodology:

1. Extensive research will be conducted to identify all elements of the PATS program. To aid in the research, video-tapes will be made of students involved in work-assessment samples. Extensive vocational and interest testing will be conducted and evaluated.
2. Radford University will offer two (2) in-service programs for secondary school counselors, vocational teachers, administrators, and supervisors. The first in-service program will be offered September-November, 1981, and will focus on an understanding of handicapping conditions, accompanying process limitations, and training in consultation skills. The second in-service program will be offered March-May, 1982, and will focus on the development of appropriate counseling/instructional modules, strategies, and methods necessary to cope with various handicapping conditions.

Contribution to Vocational Guidance and Counseling:

The project is designed to attack a most fundamental problem—a lack of knowledge and understanding concerning the handicapped. Knowledge and understanding should aid participants in developing appropriate modules/strategies/methods for working with handicapped student in either a traditional or nontraditional program.

The research study of the existing PATS program could result in significant changes in counseling and instructional strategies for all Giles County academic and vocational programs.

ABSTRACT

VOCATIONAL ASSESSMENT: A PRACTICAL METHOD FOR IMPROVING GUIDANCE COUNSELING SERVICES FOR HANDICAPPED STUDENTS

SOUTHEASTERN COOPERATIVE EDUCATIONAL PROGRAMS (SECEP)

Project Director:

Dr. David L. Mutter
Southeastern Cooperative Educational Programs
358 Mowbray Arch
Norfolk, VA 23507
(803) 441-2644

Objectives:

1. To provide two one-day in-service programs on the role of guidance counselors in vocational assessment for all guidance personnel in secondary schools in the SECEP area.
2. To develop a more comprehensive career exploration and vocational assessment capability to serve approximately two hundred and fifty handicapped students.

Methodology:

1. *In-service Programs:* The Project Director and the SECEP Coordinator of Vocational Services will plan two seminars entitled "The Role of the Guidance Counselor in Vocational Assessment" to be held in October, 1981, and February, 1982. Invitations will be sent to all secondary guidance personnel.
2. *Career Exploration and Vocational Assessment:* Handicapped students generally have insufficient knowledge about career possibilities or their own abilities. SECEP will purchase additional items to develop a more comprehensive program for exploring and assessing the nine occupational group arrangements.

Contribution to Vocational Guidance and Counseling:

Currently, the preponderance of handicapped students in the nation are placed in vocational programs based largely on interviews, paper-and-pencil tests or their past academic achievement. There is a growing consensus among educators that vocational assessment of handicapped students is a practical and cost effective guidance and counseling opportunity. Vocational assessments have high predictive validity, often above 90%. Therefore, it is important for guidance personnel to be knowledgeable about vocational assessment, and it is crucial for most handicapped students to have the opportunity for career exploration and vocational assessment.

ABSTRACT

IMPROVING VOCATIONAL ASSESSMENT SERVICES FOR THE HANDICAPPED THROUGH THE DEVELOPMENT OF MODEL PROGRAMS AND IN-SERVICE ACTIVITIES

STATE DEPARTMENT OF EDUCATION

Project Director:

Dr. Patricia D. Poplin
Division of Special Education
State Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 225-2880

Objectives:

1. To provide a professional development opportunity for guidance counselors, vocational directors, special educators, school psychologists, and vocational rehabilitation personnel which will prepare them to plan, implement, or improve vocational assessment services for the handicapped in local school divisions within the Commonwealth.
2. To facilitate the development of model programs focusing on vocational assessment services for the handicapped within selected local school divisions.
3. To provide local school divisions with technical assistance in planning, implementing, and/or improving vocational assessment services for the handicapped.
4. To provide technical assistance to selected project participants involved in planning, organizing or implementing model vocational assessment programs within local school divisions.
5. To disseminate information on trends and issues in vocational assessment/evaluation of the handicapped as a preliminary step in career decision-making and vocational programming.
6. To disseminate information on model vocational assessment/evaluation services developed through participation in the project.
7. To promote dialogue between professionals from counseling, vocational education, school psychology, vocational rehabilitation, and special education concerning the vocational assessment, career decision-making and vocational education needs of the handicapped.

Methodology:

1. To plan, conduct, and evaluate a 1-1/2 day conference on expanding career options for the handicapped through vocational assessment for vocational education, vocational rehabilitation, special education, and guidance personnel.
2. To provide a technical assistance team to support local school divisions in their efforts to initiate or improve vocational assessment services for the handicapped.
3. To sponsor, facilitate and monitor the development of model vocational assessment/evaluation services within selected local school divisions.
4. To conduct a one-day follow-up session for the individuals involved in the model programs activity for the purpose of presenting progress reports.
5. To produce and disseminate to all conference participants and local school divisions a conference proceedings document.
6. To compile abstracts of exemplary or model vocational assessment programs for dissemination to local school divisions, teacher education institutions, and interested conference participants.

Contribution to Vocational Guidance and Counseling:

Counselors, school psychologists, vocational education directors, special educators, and vocational rehabilitation personnel will gain increased knowledge of school-based vocational assessment/evaluation services for the handicapped.

Model comprehensive vocational assessment programs will be developed and implemented with the support of a highly skilled technical assistance team.

Career decision-making and educational programming for the handicapped will be facilitated through the provision of improved vocational assessment/evaluation services.

ABSTRACT

VOCATIONAL OPPORTUNITIES FOR THE HANDICAPPED IN VIRGINIA

VIRGINIA COUNSELOR ASSOCIATION

Project Director:

Ms. Rita Dixon
New River Community College
Dublin, VA 24085
(703) 674-4121

Objectives:

1. To develop a slide/tape program for educators, students, and others to learn more about vocational opportunities for the handicapped in Virginia.
2. To develop a brochure of vocational resources for handicapped persons to accompany the slide/tape show, as well as for other use.
3. To prepare a plan for using the slide/tape program and the brochure throughout Virginia.

Methodology:

A commercial agency will be employed to develop a slide/tape program about handicapped workers in Virginia and a brochure to accompany the program which lists resources for handicapped workers in Virginia. The slide/tape program will show in some detail the personal management and work skills of several handicapped workers in Virginia, as well and the counseling and training these workers received. A plan for using the materials will be developed by the committee members carrying out the project for the Virginia Personnel and Guidance Association.

Contribution to Vocational Guidance and Counseling:

Two products will result from this project: a slide/tape program and a brochure about handicapped workers and vocational counseling and vocational training resources for the handicapped in Virginia.

A plan for using the materials will be devised which will allow wide distribution to vocational educators, special education personnel, counselors, students, personnel in business and industry, parents of handicapped students, and others.

ABSTRACT

TWO-WEEK SEMINAR FOR IMMEDIATE LEVEL GUIDANCE SUPERVISORS ON IMPLEMENTATION AND EVALUATION OF SERVICES FOR THE HANDICAPPED

VIRGINIA POLYTECHNIC INSTITUTE AND
STATE UNIVERSITY - DULLES GRADUATE CENTER

Project Director:

Dr. Charles W. Humes, II
Virginia Polytechnic Institute & State
University - Dulles Graduate Center
400 West Service Road
Dulles International Airport
P.O. Box 17432
Washington, D.C. 20041
(703) 471-4600

Objectives:

1. Review handicapping conditions that most effect school districts in terms of least restrictive environment (e.g., learning disabilities, serve emotional handicaps and mental retardation).
2. Practice in writing and critiquing counseling IEPs as they relate to mainstreaming and vocational guidance.
3. Survey of counseling techniques and strategies applicable to the populations listed in Objective 1.
4. Analyze of changes in federal statutes and regulations caused by political and professional forces of the 1980's.
5. Analyze in each school, represented at the workshop, the vocational guidance delivery systems and areas of improvement.

Methodology:

1. Twenty-five intermediate level guidance supervisors from Northern Virginia will be invited to attend a two-week seminar at the Dulles Graduate Center of Virginia Tech.
2. The two-week seminar will be conducted in June, 1982.
3. Lectures, discussions, books and articles will be utilized to learn about handicapping conditions and counseling the handicapped.
4. Outside resource specialists will be used to assay probable change in the statutes and regulations during the 1980's.
5. Each participant will provide at the conclusion of the workshop a written report of delivery systems of vocational guidance systems in their respective schools and a model for improved services.

Contribution of Vocational Guidance and Counseling:

Each intermediate level guidance supervisor will come from a school where there is a program for vocational education.

The intermediate level guidance supervisors will bring back information that can be shared with vocational educators and guidance counselors.

The analysis of delivery systems for handicapped students in each school and the suggestions for improvement should help to facilitate changes in vocational education.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY DEVELOPING LOCAL VOCATIONAL INFORMATION MATERIALS

AMELIA-NOTTOWAY VOCATIONAL CENTER
AND THE PUBLIC SCHOOLS OF AMELIA & NOTTOWAY COUNTIES

Project Director:

Mr. John D. Galyean
P.O. Box 965
Amelia-Nottoway Vocational Center and
the Public Schools of Emelia & Nottoway Counties
Jetersville, VA 23083
(804) 561-5081

Objectives:

1. Contract with faculty at Virginia Commonwealth University to develop, duplicate, and deliver a slide/tape presentation which explores vocational education and program offerings available in Amelia and Nottoway Counties.
2. Contract with faculty at Virginia Commonwealth University to develop, print, and deliver information brochures describing each of the vocational program offerings available in Amelia and Nottoway Counties.
3. Develop a manual of business and industry profiles.
4. Develop a job opportunities guide.
5. Develop a speakers' bureau.

Methodology:

1. Contract with faculty at Virginia Commonwealth University to develop and deliver the slide/tape presentation and informational brochures.
2. Collaborate with the V.C.U. faculty in the development of the specified products.
3. Survey local business and industry to gather data for inclusion in the manual of business and industry profiles, the job opportunities guide and the speakers' bureau.
4. Analyze data gathered and compile into manual of business and industry profiles, a job opportunities guide, and a speakers' bureau.
5. Evaluate all products through the use of advisory panels prior to completion.
6. Print the manual of business and industry profiles, the job opportunity guide, and the speakers' bureau.

Contribution to Vocational Guidance and Counseling:

The products developed through this grant will facilitate the career decision-making of the students in Amelia and Nottoway Counties, the selection of students for vocational programs, and the placement of vocational graduates.

ABSTRACT

BRUNSWICK COUNTY VOCATIONAL PROGRAM AND GUIDANCE PROMOTION

BRUNSWICK COUNTY PUBLIC SCHOOLS

Project Director:

Mr. Henry B. Brockwell
Director of Vocational Education
Brunswick County Public Schools
P.O. Box 309
Lawrenceville, VA 23868
(804) 848-3130

Objectives:

1. To develop videotapes and/or slide presentations to use in orientation programs with faculty, students, parents, and community groups.
2. To develop brochures containing information about each vocational program in the school system.
3. To develop a handbook for vocational guidance and counseling for the guidance staff and vocational educators use.
4. To develop and/or purchase materials to supplement vocational guidances efforts that support the objectives listed in this project.
5. To visit on-going comprehensive vocational guidance programs.
6. To develop a recording system for determining marketable skills through vocational programs.

Methodology:

1. Presentations will be developed by teachers, resource persons, students, and the director of vocational education related to job competencies in programs.
2. Brochures will be developed by teachers and printed commercially for program promotion and counseling.
3. In-service training will be used to develop a handbook through on-going training sessions and individual conferences for all classes and programs offered in Brunswick County Public Schools.
4. Materials will be developed and/or purchased to support existing and future vocational guidance programs.
5. Guidance counselors, administrative staff, and/or director of vocational education will visit two vocational guidance programs to gain better perspectives of other programs and how they develop, maintain, and use information.
6. Vocational teachers and guidance staff will develop and commercially produce recording systems for meeting marketable skills, requirements and vocational education competency objectives.

Contribution to Vocational Guidance and Counseling:

Guidance and counseling information plays a central role in the orientation, decision-making, selection, and recruitment of students in vocational programs. The activities for this project will have both direct and indirect impacts on vocational education in Brunswick County Public Schools. The information will be geared to specific vocational concerns of the secondary student; thus, the project will assist all persons (student, parent, counselor, teacher, administrator) as they plan local programs and select vocational programs for Brunswick County. The exposure to non-vocational oriented faculty will provide them more understanding into vocational programs and a more positive attitude of vocational education can be developed.

ABSTRACT

ACADEMIC COUNSELING TECHNIQUES IN VOCATIONAL AND TECHNICAL EDUCATION: ACTIVATE

JAMES MADISON UNIVERSITY

Project Director:
Dr. Charles Curry
108 Keezell Hall
James Madison University
Harrisonburg, VA 22807
(703) 433-6825

Objectives:

To improve vocational guidance and counseling services by:

1. Developing vocational information materials.
2. Compiling entrance requirements for selected colleges and universities.
3. Planning model secondary vocational programs for the vocational-academic student.
4. Developing a "Guide for Advising the Vocational-Academic Student".
5. ACTIVATEing guidance and counseling personnel to improve services to the vocational-academic student.

Methodology:

1. Establish an advisory committee.
2. Conduct an organizational meeting.
3. Utilize project consultants.
4. Conduct an information analysis meeting.
5. Development model programs.
6. Develop alternative programs.
7. Develop and print a "Guide for Advising the Vocational-Academic Student".
8. Conduct a follow-up session.
9. Administer a "post-test only" evaluation instrument.
10. Provide technical assistance.

Contribution to Vocational Guidance and Counseling:

This project will contribute to guidance and counseling for middle and high school students by providing information needed to advise vocational-academic students. Information will be more accessible and in a form useful to counselors, parents and students. Vocational education will benefit by having a better informed vocational-academic student enrolling in vocational programs.

ABSTRACT

STRATEGIES FOR ENHANCING VOCATIONAL GUIDANCE

POWHATAN COUNTY PUBLIC SCHOOLS

Project Director:

Mr. Lawrence S. Gill
Powhatan County Schools
P.O. Box 39
Powhatan, VA 23139
(804) 598-2330

Objectives:

To combine in-service training and vocational data collection for school counselors, administrators, and teachers for the purpose of helping participants to:

1. Understand the purposes, processes and outcomes of vocational guidance and vocational education.
2. Develop an array of vocational materials that will enhance career guidance in the Powhatan Schools.

Methodology:

An in-service course focusing on vocational development will be offered through the School of Education, Virginia Commonwealth University. The course will run for 8 months and will combine class-room learnings with experiential activities for all participants.

Contribution to Vocational Guidance and Counseling:

In addition to a heightened awareness on the part of school personnel of the necessity for systematic career guidance, this project will result in the development of the following specific vocational guidance materials:

1. Slide/tape presentation highlighting vocational opportunities in the Powhatan area.
2. *Job Guide* detailing the existence of an array of jobs in Powhatan and surrounding areas.
3. Career Resource File/Human Resource Bank that identifies facilities, personnel, and materials available in the community for vocational guidance purposes.
4. A comprehensive vocational guidance master plan for the Powhatan Schools.

ABSTRACT

PROJECT TO INCREASE BUSINESS AND INDUSTRY AWARENESS - PROJECT I.B.I.A.

PRINCE EDWARD COUNTY VOCATIONAL-TECHNICAL CENTER

Project Director:

Mr. Leon A. Moton
Prince Edward County Vocational-Technical Center
Route 4, Box 370
Farmville, VA 23901
(804) 392-6160

Objectives:

The objectives of Project I.B.I.A. are:

1. To asses local job opportunities and produce a job opportunities manual.
2. To develop a manual of business and industrial profiles.
3. To develop a slide/tape presentation of area business and industry.
4. To develop an in-service training program on the development and use of local vocational information.
5. To develop a Vocational Guidance and Counseling Handbook.

Methodology:

The objectives of Project I.B.I.A. will be implemented using the procedures outlined:

1. Local job opportunities will be assessed using on-site interviews and questionnaires.
2. Business and industrial profiles will be developed using on-site interviews and questionnaires.
3. Slides will be taken to inform students, staff, parents and community groups of occupation and businesses found in the community.
4. In-service training programs on the development and use local career information will be designed and implemented.
5. A handbook for Vocational Guidance and Counseling will be developed by reviewing existing resources.

Contribution to Vocational Guidance and Counseling:

Project I.B.I.A. will make the following contributions to vocational education:

1. Development of a manual of local job opportunities.
2. Development of local business and industrial profiles.
3. Development of a slide/tape presentation on local business and industry.
4. In-service-training in the development and use of local vocational information.
5. Development of a Vocational Guidance and Counseling Handbook.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY DEVELOPING COMPUTER SOFTWARE FOR LOW COST MICRO-PROCESSOR COMPUTERIZATION OF VOCATIONAL/CAREER INFORMATION

SOUTHWEST VIRGINIA COMMUNITY COLLEGE

Project Directors:

Mr. Roderick B. Moore
Mr. Peter N. LeRoy
Southwest Virginia Community College
U.S. Rt. 19
Richlands, VA 24641
(703) 964-2555

Objectives:

The major goal of this project will be to develop computer-based programs of vocational career information. Major objectives within this goal include:

1. To develop computer software to be used in conjunction with the already established Appalachian Educational Career Information System at SVCC. The components of this existing A.E.L. system include:
   a. Career Interests
   b. Work Activities
   c. Work Situations
   d. Aptitudes
   e. Subject Areas
   f. Worker Trait Group Exploration and Selection
   g. Orientation to the Career Information System
   h. Career Values
   i. Occupational Preferences
2. To develop a vacancy listing of jobs in the area for Occupational Technical and Transfer graduates of SVCC, both in manual form and in a computerized form.
3. To develop a computer program which will list local business and industry profiles for student use.
4. To provide opportunities for staff to attend conferences/seminars to insure inclusion of current trends in vocational/career development and to receive instruction on developing and using computer software for vocational/career information.

Methodology:

This project will be implemented:

1. Through visits to SVCC, by workshops and mini classes, consultants, and in-depth study and recommendations by an advisory committee, consultants, and project staff members.
2. By contact with one hundred (100) local businesses/ industries to complete two one-page forms on job opportunities in their organizations and an informational profile of these organizations.
3. By professional staff attendance at three conferences/workshops/classes to insure that current trends in vocational/ career development and computerization are considered in the development of this software.

Contribution to Vocational Guidance and Counseling:

The results of this project will provide benefits for high school, community college, and vocational school students as well as the general public. The use of this software will be a model for implementing smoother and more easily accessible delivery systems of vocational career information in comunity colleges and high schools throughout the state. A budget item for results dissemination is included within this proposal.

ABSTRACT

VOCATIONAL COUNSELING OF YOUTH AND ADULTS, INCLUDING HEARING IMPAIRED, THROUGH USE OF LOCALLY DEVELOPED VIDEOTAPES DEPICTING SELECTED CAREERS IN SOUTHWEST VIRGINIA COMMUNITY COLLEGE'S SERVICE REGION

SOUTHWEST VIRIGNIA COMMUNITY COLLEGE

Project Director:

Mr. Donald H. Smith
Southwest Virginia Community College
Box SVCC
Richlands, VA 24641
(703) 964-2555

Objectives:

The major goal of this project will be the development of a series of videotapes, each approximately 15 minutes in length, for use in vocational counseling activities with youth and adults in Southwest Virginia. Each videotape will include interviews with graduates of vocational/technical programs, discuss levels and type of preparation required, and illustrate activities within appropriate work settings. Each videotape will be "captioned" to include an interpreter or "signer" for hearing impaired individuals. Objectives of this goal will include:

1. Youth and adults considering initial career decisions or career changes will be better able to make those decisions after viewing the series or selected videotapes which will act as "travelogues" through the various stages of preparation, entry, and practice of numerous vocational and technical careers available in the Southwest Virginia Community College service area.
2. The videotapes will also be used in vocational counseling activities with hearing impaired individuals, since each will include interpretation or "signing" of all dialogue.
3. The videotapes will be publicized and, where compatible equipment exists, made available through the Southwest Virginia Community College counseling and career information center, area high schools and vocational schools, the Virginia Employment Commission, county social services agencies, and public libraries.
4. The script for the videotapes will be prepared so as to permit the dialogue to be dubbed on to cassette tapes, for use where videotape playback equipment does not exist.

Methodology:

The project will be implemented through development of a script and identification of appropriate work/filming situations and sites. Vocational program graduates, in consultation with program and business and industry representatives, will contracting with a competent individual for "signing," through actual filming and editing of tapes, and through use of the tapes in vocational counseling activities.

Contribution to Vocational Guidance and Counseling:

The availability and use of the videotapes produced through this project will greatly enhance the vocational career decision-making process of "undecided" youth and adults in the Southwest Virginia Community College service region.

ABSTRACT

IMPROVING VOCATIONAL GUIDANCE AND COUNSELING BY DEVELOPING LOCAL VOCATIONAL INFORMATION MATERIALS

WYTHEVILLE COMMUNITY COLLEGE

Project Director:

Dr. Leonard F. O'Hara
Wytheville Community College
1000 East Main Street
Wytheville, VA 24382
(703) 228-5541

Objectives:

1. To inform area residents of the vocational programs available at Wytheville Community College.
2. To provide training and better coordination between vocational education departments in area high schools and the college.
3. To disseminate information of the college's vocational offerings to prospective vocational students.

Methodology:

1. To develop a speaker's bureau of college staff who would be willing to speak to appropriate groups, and to disseminate information on the bureau to appropriate individuals.
2. To design, produce and disseminate a booklet which describes vocational programs available at the college.
3. To design, produce and disseminate pamphlets for each vocational program offered.
4. To design and produce a portable display unit which depicts and describes the vocational programs available at the college. The unit would contain a rear screen projector, slide/tape program and graphic art work.
5. To produce radio spots and newspaper articles which highlight the vocational offerings of the college.
6. To develop and conduct in-service training programs for guidance and other personnel on the use of the local vocational information.
7. To develop a self-directed inquiry/admissions/registration package for use by individuals wishing to enter a vocational program. This will require a careful analysis of current practices.

Contribution to Vocational Guidance and Counseling:

This project will furnish resources needed to inform area residents of vocational programs as well as counseling and guidance services available at Wytheville Community College.

ABSTRACT

EVALUATION AND IMPROVEMENT OF A CAREER PLANNING PROGRAM: A TIME FOR RENEWAL

NORTHERN VIRGINIA COMMUNITY COLLEGE - ALEXANDRIA CAMPUS

Project Directors:

Ms. Bernadette M. Curtin
Dr. Fred Hecklinger
Northern Virginia Community College
Alexandria Campus
3001 N. Beauregard Street
Alexandria, VA 22311
(703) 323-4218

Objectives:

1. To evaluate existing career planning courses and workshops offered at the Alexandria Campus of Northern Virginia Community College by:
   a. The use of pre- and post-testing to determine the development of the career maturity of the participants.
   b. The use of evaluation questionnaires at the end of each course or workshop.
   c. The development of recommendations for changes or improvements by groups of former participants in courses and workshops.
2. To evaluate, update, and improve the career resource materials available on the campus.
3. To bring together consulting teams of students, counselors, faculty, and administrators, and representatives of area businesses, high schools, and adult education programs in order to obtain their suggestions for the improvement and further development of the campus career planning program, and to lay the foundation for future cooperative efforts in career planning.
4. To develop an in-service training program for counselors and staff to improve delivery of career planning services.

Methodology:

1. Develop a system of pre- and post-testing to measure changes in career maturity for participants in various career planning courses, workshops, and individual career counseling. This will be done during the fall and winter quarters.
2. Develop student evaluation forms for distribution at the conclusion of each career course, workshop, and individual career counseling.
3. Purchase relevant career planning material to improve and expand the delivery of our career planning service.
4. Coordinate two days of in-service training through use of area experts.
5. Obtain information and suggestions regarding the campus career planning program from career planning experts through informal meetings and campus visits.
6. Summarize the recommendations from all the various groups and develop a plan of implementation.

Contribution to Vocational Guidance and Counseling:

A revitalized and renewed career planning program offered by the Alexandria Counseling Service, plus increased cooperative efforts with other campus and community groups, will better serve the community, students, and the institution for mutual fulfillment and growth.

ABSTRACT

VOCATIONAL GUIDANCE SELF IMPROVEMENT PROJECT

ORANGE COUNTY PUBLIC SCHOOLS

Project Director:

Mr. W. H. Widmyer
Orange County Public Schools
Orange County High School
P.O. Box 349
Selma Road
Orange, VA 22960
(703) 672-1390

Objectives:

1. To organize and develop a career guidance planning committee involving a variety of school personnel to include, but not be limited to, administrative, vocational, academic, special education, guidance, and school psychological personnel.
2. To coordinate a career and guidance program between the guidance department and subject-area departments.
3. With the approval of the planning committee, to purchase those specific softwear items deemed appropriate for use emphasizing independent student exploration of career planning and preparation.
4. To provide computer program possibilities for local students' needs based upon career interests and capabilities.

Methodology:

1. Form a committee with vocational, academic, administrative, and psychological personnel to meet on a regular basis to plan and initiate the sequence of events.
2. Conduct inservice sessions with the general faculty to develop an understanding of those objectives, and initiate trial activities to meet needs relative to coordination without infringing upon the present curriculum.
3. Upon approval by the committee, investigate softwear materials appropriate to the needs identified.
4. Train or instruct members of the present staff, utilizing the consultant's help, to initiate and utilize developed or purchased materials.

Contribution to Vocational Guidance and Counseling:

The entire project is directed toward assisting secondary students, through the guidance department, in selecting realistic and obtainable careers.

ABSTRACT

DEVELOPMENT OF A STRATEGIC AND OPERATIONAL PLANNING METHODOLOGY FOR CAREER COUNSELING AND STUDENT DEVELOPMENT SERVICES IN THE VIRGINIA COMMUNITY COLLEGE SYSTEM

VIRGINIA COMMUNITY COLLEGE SYSTEM

Project Director:

Dr. Ed Morse
Virginia Community College System
P.O. Box 1558
Richmond, VA 23212
(804) 225-2127

Objectives:

1. To orient and train chief community college student development administrators in the basic concepts of institutional master planning.
2. To develop and refine a systematic, but flexible, model for planning career counseling and student development services.
3. To identify or develop techniques and procedures for conducting needs assessment and for collecting information/data relevant to comprehensive planning and goal setting.
4. To identify or develop evaluation and follow-up methodologies for incorporation into the planning model.
5. To provide assistance in tailoring the planning model for application to specific institutions.
6. To identify, obtain, and distribute resource materials appropriate to the planning of career counseling and student development services in the community college setting.
7. To establish a procedure for integrating the career counseling and student development services plans of the 23 Virginia community colleges into the VCCS Ten-Year Master Plan.

Methodology:

1. Deans of Student Services or their counterparts from each VCCS community college will attend a planning workshop being sponsored by the University of Virginia and the VCCS to be followed by four intensive regional workshops on the planning of career counseling and student development services.
2. Conduct an ERIC search and a national survey of a community college regarding successful approaches to the planning of career counseling and student development services.
3. Conduct regional workshops to develop components and information required in the planning model.
4. Identify or develop data, needs assessment, follow-up and evaluation instruments, staffing guidelines, etc., essential to the planning of career counseling and student development services.
5. Conduct regional workshops to present the final planning model and train the Deans of Student Services in its application in specific institutional settings and planning processes.
6. Develop a packet of printed materials describing the theoretical foundations underlining planning processes, principles and requirements of effective planning, information/data resources, and strategies for conducting the planning process.
7. Request endorsement of the career counseling and student development services planning model as a methodology for institutional planning of these services and as a basis for developing input to Statewide master planning.

Contribution to Vocational Guidance and Counseling:

The project is designed to enhance a community college's ability to systematically and effectively plan for vocational counseling and student development services. The project will produce a planning technique to allow community college leadership to maximize the targeting of their resources towards needed programming, to evaluate the outcomes of planning, and to modify services as necessary. A diverse group of college staff will be involved, but the student or client will be the ultimate beneficiary if the institution's career counseling and student development services are well planned and thereby responsive to the needs.